DOCUMENT RESUME

ED 216 771 PS 012 840

AUTHOR Lapides, Ellie; Lapides, Jerry
TITLE Sourcebook for Winning Ways to Work with adults [and] Sourcebook for Strategies for Increasing Parent Involvement in Head Start.
PUB DATE Mar 81
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Communication Skills; Early Childhood Education; Guidelines; *Individual Needs; Parent Influence; *Parent Participation; *Parent Teacher Cooperation; *Program Implementation
IDENTIFIERS *Project Head Start

ABSTRACT

The two sourcebooks contained in this document provide information on effective means of involving parents in school and Head Start programs. The first sourcebook, "Winning Ways to Work with Adults," begins by discussing (within the framework of Maslow's Hierarchy of Needs) adults' needs which teachers should consider before involving parents in school programs. Next, personal characteristics (e.g., empathy, warmth, openness, and awareness of self) facilitative of effective communication with adults are outlined. Finally, the sourcebook suggests and illustrates some effective ways to talk with adults. The second sourcebook, "Strategies for Increasing Parent Involvement in Head Start," first outlines the assumptions, rules, and objectives which underlie parent involvement in every Head Start program. Then, strategies for increasing parent participation as volunteers in the Head Start classrooms are given, and guidelines for step-by-step implementation of parent involvement programs are provided. (Supplemental materials are appended in both sourcebooks.) (MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LAPID CONSULTANTS
ANN ARBOR, MICHIGAN

ED216771

Source Book

for

Winning Ways to Work With Adults

PS 012840

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jerry Lapides
Ellie Lapides
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREPARED BY:

JERRY LAPIDES
ELLIE LAPIDES
Copyright Pending

MARCH 1981

ADULTS

An adult is a person who has attained maturity, a person who had attained the legal age of majority (Urdang and Flexner, 1973, p. 19),

or

A person (man or woman) who has achieved full physical development and who expects to have the right to participate as a responsible homemaker, worker, and member of society (Houle, 1972).

In working with adults, one must recognize that they differ from children in that (1) adults have more to contribute to the relationship . . . (2) adults have a richer foundation of experience in which to relate new experiences . . . (3) adults have acquired a large number of fixed habits and patterns of thought and therefore tend to be less open minded (Knowles, 1970, p. 44).

Children are different from adults. Their need for care, their need for independence, ways they have to understand what is happening around them, their ability to tolerate frustration -- all these change as the children grow and change from one developmental stage to another and it keeps changing until death.

Children have a different sense of time than adults. They have a harder time waiting and separation seems longer.

Children tend to think that their behavior is the reason why things happen. "The illness of a parent is rejection; the death of a parent is intentional abandonment." They think that they have somehow caused their parents' divorce, that they have caused the death of a parent or other loved one.

Adults are more able to reason and plan their way out of problems. Children are more at the mercy of their own feelings and less able to cope with major changes in their lives.

Children tend to see people as either "bad guys or good guys" and have a hard time keeping up a sense of loyalty to both sides when people are in conflict with each other.

Adult development reflects the individual's ongoing flow of transactions with his or her society content, which includes people, groups and organizations related to adult roles in family, work and community. Personal characteristics, such as alertness, accumulated experiences and personality influence the extent to which adults reach out and use resources and confront problems in the context of family, community and world. Personal characteristics also affect how an adult responds to the problem and opportunities that are encountered (Knox, 1977).

Developmental tasks are the basic tasks of living, which must be achieved if people are to live successfully and go on with good promise of success to later changes of life. A developmental task is a task which arises at or about a certain period in the life of a person, successful achievement of which leads to happiness and to success with later tasks while failure leads to unhappiness in the person and disapproval by society and difficulty with later tasks (Havinghurst, 1972).

The emergence of developmental tasks depends on a combination of: (1) the expectations of values of the society; (2) physical maturation; and (3) desires and aspirations fo the emerging personality (Havinghurst and Orr, 1960, p. 7).

Activity

A. Think of the average age of the parents in your program. Write it _____

B. Share it with the people in your group. Together decide the average age of the parents most of you work with. Write it _____

C. List privately the developmental tasks for this age group.

1.

2.

3.

4.

5.

D. Share your list with your learning group and by consensus arrive at 5 developmental tasks for the average parent you work with. List them on newsprint. (List below if you wish).

1.

2.

3.

4.

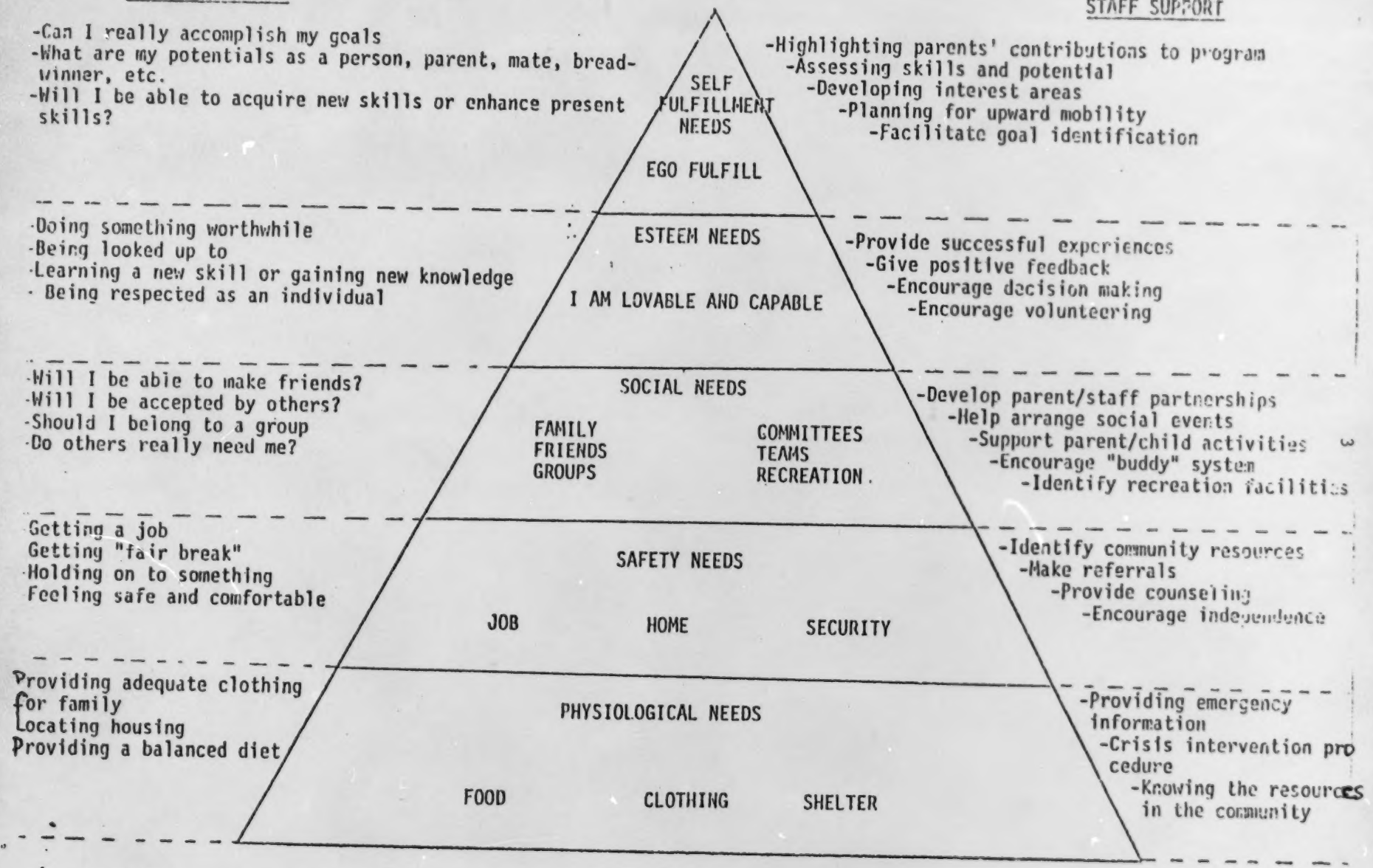
5.

BASIC NEEDS

When you work with adults, i.e., parents, keep in mind that they have basic needs which must be met before they can be concerned with school involvement. For example, before adults will interact socially in a secure and comfortable fashion, their needs for physical comfort (hunger and shelter) and psychological security (safety) and love (belonging) have to be met. In other words, whatever shortcomings teachers or home visitors see in parents (or vice versa) occurs when needs are not met.

Look at the chart below (Figure 1) which is based on Maslow's Hierarchy of Needs (adapted from Brammer, 1973).

Maslow's Hierarchy of Needs and Parent Involvement



cr/8-5-76

FIGURE I

Another way to look at the forces that affect adult interaction is Load, Power and Margin (Mclusky).

By Load we mean the demands made on a person by self and society. By Power we mean the resources, i.e., abilities, possessions, position, allies, etc., which a person can command in coping with Load. Margin may be increased by reducing Load or increasing Power, or it may be decreased by increasing Load and/or reducing Power. We can control both by modifying either Power or Load. When Load continually matches or exceeds Power and if both are fixed and/or out of control, or irreversible, the situation becomes highly vulnerable and susceptible to breakdown. If, however, Load and Power can be controlled, and better yet, if a person is able to lay hold of a reserve (Margin) of Power, he is better equipped to meet unforeseen emergencies, is better positioned to take risks, can engage in exploratory, creative activities, is more likely to learn, etc., i.e., do those things that enable him to live above the plateau of mere self subsistence.

There is a rough similarity between the ideas of Load and Power and other concepts. For example, Stress may from one viewpoint be considered or regarded as a kind of Load. Load is also quite similar to the idea of Input in communications theory. That is Input is a Load delivered to a system of transmission. If Input is too ambiguous or if its volume and rate become excessive, a condition of "overload" arises, resistance sets in, and breakdown may occur.

The idea of Power also has its analogues. For example, Resilence may be regarded as a kind of latent Power. It is capacity for recovery after expenditure, depletion or exhaustion. Again, Margin is related to the notion of capital in economics. Here, net profit may be considered as a surplus for distribution or reinvestment for expansion, or increased productivity. Also in engineering the factor of safety is a direct application of the idea of Margin. In this case, after estimating the greatest stress to which a building, bridge, airplane, machine, etc. may be subjected, additional units of strength are built into the construction as an assurance that liberal Margins of safety will be available to the client.

But the key to the meaning of Margin lies not only in the subconcepts of Load and Power but even more in the relationship between them. For example, the amount of Power a person possesses will obviously have a strong bearing on the level and range of his performance. But the strategic factor for a person's selfhood is the surplus revealed by the Load Power ratio which he can apply to the achievement of a preferential development.

COMMUNICATION SKILLS

Following are the skills necessary for winning ways of working with adults. Essentially, these behaviors are known as "helping" skills.

To be effective in working with adults you ought to have among others the following characteristics (Brammer, 1973):

1. Awareness of self and values: You ought to be able to clearly answer the questions "Who am I?" "What is important to me?"

   Activity: List privately 10 things which you love to do.

   a. Place a $ sign beside any item which costs more than $5 each time it's done.

   b. Place the letter A beside the items you prefer to do alone and the letter P next to those activities you prefer to do with other people and the letter A-P next to activities which you enjoy doing alone or with other people.

   c. Place the coding N5 next to those items which you would not have listed five (5) years ago.

   d. Number the three most important items.

   e. Share the list and coding with the person sitting next to you.

2. Person as a growth facilitator: To work with people and enrich their lives and relationships you ought to have:

   Empathy: Make people feel understood, seeing the world as they perceive it.

   Warmth and caring: Show your friendliness and consideration by smiling, making eye contact, demonstrating non verbal attending behaviors, showing concern and making the other person feel that you respect their values; caring says "I like you".

   Openess and disclosure: Authenticity is anessential quality of all adult communications. When working with adults you ought to disclose enough of yourself to facilitate the other person's disclosure; such modeling of openess is important for a relationship, however, in a helping relationship too much self revelation by the helper may be counterproductive.

I would like to draw your attention to the ideas of Jourard (1971) about disclosure; in the general scheme of things, what consequences follow when people disclose their real selves one to the other?

Here are some obvious outcomes:

- They learn the extent to which they are similar one to the other, and the extent to which they are different from one another in thoughts, feelings, hopes, reactions.

- They learn of the other person's needs, enabling them to help them or ensure that their needs will be met.

- They learn the extent to which this person accords with or deviates from moral and ethical standards.
- A person will permit self to be known if they believe that the audience are people of goodwill.
- Self disclosure follows an attitude of love and trust.
- There is a reciprocity in self-disclosure.
- Self disclosure is the act of making yourself manifest showing yourself so others can perceive you.

WINNING WAYS TO TALK WITH PEOPLE

Talking with people involves the exchange of words, ideas, and feelings between two people. Communication is what we say and how we say it. We communicate with looks (scowls and smiles), with actions (slaps and hugs), with silence (warm or cold), as well as with words (kind and unkind).

Adults usually do not have any difficulty communicating with each other when it simply involves giving directions on how to use tools or explaining how to do things, but they do have difficulty communicating when feelings are involved, either the other person's or their own.

Good Communication Leads to:	Poor Communication Leads to:
good relationships	people who "turn you off"
cooperation	conflicts and bickering
feelings of worth	feelings of worthlessness

HOW TO WIN

Here are some winning ways of talking with people. Try them out. But remember, what works well for one person may not work for another. If these suggestions are not successful try other ways of communicating based on your own experience and understanding of the people you live or work with.

USE DOOR OPENERS

Door openers are invitations to share ideas and feelings. They tell people that you are really listening and interested, that their ideas are important, and that you accept them and respect what they are saying.

Examples:

"I see"	"Tell me more"
"Oh"	"Say that again. I want to be sure I understand you."
"Mm hmmm"	"No kidding"
"How about that"	"That's interesting"
"Really?"	

Door openers tell the people you live or work with that their ideas are important, that you are interested in their ideas, and that you respect their ideas.

LISTEN ATTENTIVELY

Get rid of distractions and pay attention to what people are saying. At times you may need to stop whatever you are doing and listen to the person. It is difficult to run the vacuum cleaner, work on a car, or read the newspaper and, at the same time, pay close attention to what people are saying. Make sure you have eye contact.

Caution: Do not pretend that you are listening when you aren't. If you are busy--talking on the telephone or talking to others--tell people, "I'm busy now, but I will stop what I am doing," then they are sure to follow through.

USE "I-MESSAGES" TO COMMUNICATE YOUR THOUGHTS AND FEELINGS

"I-messages" are statements of fact. They tell people how their behavior makes you feel. Often people don't know how their behavior affects others. "I-messages" are much more effective than "you-messages" when you want to let them know.

Which sounds better?

"I-message"	"You-message"
I need help in this job.	You sure don't care about me.
I am too tired to come to center today.	You overwork me.
I can't hear you with all that noise.	You better listen to me.
I don't understand.	You're dumb.
I can line up this part.	You don't have to tell me how to line up this part.
I can read the story to the children.	You don't have to teach me how to read to children.

"I-messages" give people responsibility for changing their own behavior. For example, if you say, "I need help in finishing," you are giving the person the responsibility to do something about getting the job done.

Caution: <u>Do not use "I-messages" to express anger to people. Expressing anger causes people to feel upset and angry.</u> Instead of expressing anger, express the emotion which came before the anger. For example, if a supervisor yelled at you in front of all the other workers say, "I am really embarassed when you yell at me in front of my friends." Do not say, "You pick on me!"

GET THE PEOPLE'S ATTENTION BEFORE SPEAKING TO THEM

Most people can concentrate on only one thing at a time. Call people's name and allow them time to turn their attention to you before speaking to them.

Examples: "Jack." (Wait until he stops what he is doing.) "Please explain to me how to fix this report." Or, "Jill." (Wait until she is finished talking to the other worker and looks at you.) "May I leave for the training session?"

MAKE IMPORTANT REQUESTS FIRMLY

Speak as if you mean it, and give people a reason why they must do this thing at this particular time. A request made in a wishy-washy manner lets people think you do not really care whether or not they do what you asked. People can think about only one thing at a time. When they are involved in work, it is hard for them to shift their attention to you. Also, they don't like being interrupted in their work any more than you do when you are reading a newspaper or working.

SAY"PLEASE," THANK YOU," AND "YOU'RE WELCOME" TO PEOPLE

People deserve the common courtesies which we use with each other. Let them hear you say "Please" and "Thank you."

TRY NOT TO INTERRUPT PEOPLE WHEN THEY ARE TELLING YOU THEIR STORIES

The principal came in quite excited and started to tell John, one of the teachers, about the good time he had at the picnic. John interrupted the principal and at great length told him about the ball game he attended. The principal immediately lost interest in sharing his stories with the teacher. John certainly could have waited to tell him about the ball game.

DON'T USE UNKIND WORDS WHICH TEAR THE PEOPLE DOWN TO OTHERS

Unkind words have unhappy results and they cut off communication. Avoid unkind words that are:

Ridiculing: "You're acting like a jerk."

Shaming: "He does not know what he is doing."

Name-calling: "You're a jack ass."

Unkind words, spoken without even thinking of their results, make the person feel he is disliked. They discourage people and give them a poor concept of themselves. More important, unkind words do not help. They only make matters worse.

Activity:

Practice winning ways of talking with people. Trainer will give you the assignment.

SUMMARY

Winning ways with adults has been presented here to raise your consciousness and to open the way to facilitate mutual understanding between people by clarifying the flow of information between people thereby mitigating areas of discord.

BIBLIOGRAPHY

Bramer, L.M. The helping relationship: Process and skill. Englewood Cliffs, N.J.: Prentice Hall, 1973.

Havinghurst, R.J. Developmental tasks in education. 3rd edition. New York: McKay, 1972.

Havinghurst, R.J. and Orr, B. Adult education and adult needs. Chicago, Ill.: Center for the Study of Liberal Education for Adults, 1960.

Houle, C.O. The design of education. San Francisco, Ca.: Jossey-Bass Inc., 1972.

Jourad, S.M. The transparent self. New York: Van Norstrad Rheinhold Company, 1971.

Knowles, M.S. The modern practice of adult education. Chicago, Ill.: Follet Publishing Co., 1970.

Mclusky, H. Load and Power personal communication. 1980.

Rogers, C. "The necessary and sufficient conditions of therapeutic personality change." Journal of Consulting Psychology, 1957, 21, pp. 95-103.

Urdang, L. and Flexner, S.B. The Random House college dictionary. New York: Random House, 1973.

Appendix I

ADULT LIFE CYCLES AND TASKS

Developmental Stages	Tasks
18-22 Leaving Home	1. Break psychological ties. 2. Choose career. 3. Enter work 4. Manage time. 5. Problem solve. 6. Adjust to life on own. 7. Manage stress accompanying change.
23-28 Becoming Adult	1. Select mate. 2. Parent. 3. Consumer. 4. Achieve authority. 5. Settle in work, begin career ladder. 6. Interact socially. 7. Solve problems.
29-34 Catch-30	1. Search for personal values. 2. Progress in career. 3. Reappraise relationship. 4. Put down roots. 5. Problem solve. 6. Accept growing children.
35-43 Midlife Reexamination	1. Search for meaning. 2. Reassess marriage. 3. Reexamine work. 4. Relate to teenage children. 5. Relate to aging parents. 6. Reassess personal priorities and values. 7. Adjust to single life.
44-55 Restabilization	1. Launch children. 2. Adjust to empty nest. 3. Become more deeply involved in social life. 4. Participate actively in community life. 5. Adjust to single state. 6. Manage leisure time. 7. Handle increased demands of aging parents.

Developmental Stages	Tasks
56-64 Preparation for Retirement	1. Adjust to health problems. 2. Deepen personal relations. 3. Prepare for retirement. 4. Expand hobbies. 5. Adjust to loss of mate. 6. Problem solving.
65+ Retirement	1. Disengage from paid work. 2. Reassess finances. 3. Be concerned with personal health care. 4. Search for new achievement outlets. 5. Manage leisure time. 6. Adjust to single state. 7. Be reconciled to death. 8. Problem solve.

Winning Ways with Adults

Appendix II

OBSERVER CHECKLIST FOR WINNING WAYS

1. Door opener used? _____ yes _____ no

   Give example _____

2. Eye contact maintained? ____ yes ____ no

   Give example of situation _____

3. I messages used? ____ yes ____ no

   Give example _____

4. Was person polite? ____ yes ____ no

   Give example _____

5. Was person firm? ____ yes ____ no

   Give example _____

LAPID CONSULTANTS
ANN ARBOR, MICHIGAN

Sourcebook

for

Strategies For Increasing Parent Involvement

in

Head Start

PREPARED BY:

ELLIE & JERRY LAPIDES
COPYRIGHT PENDING

ASSUMPTIONS:

- All children share certain needs and that children in Head Start can benefit from a comprehensive development program to meet those needs.
- The overall goal of Head Start is to bring about a greater degree of social competence of children, in dealing with both present environment and later responsibilities in school and life.
- If Head Start children are to reach their fullest potential there must be an opportunity for Head Start parents to influence the character of programs affecting the development of their children.
- The two worlds of learning, home and school, are complementary and reciprocal.
- The child's family is perceived as the principal influence on the child's development, thus the family must be a direct participant in Head Start.
- The child is the same learner in the classroom and the home in spite of differences in content and response.
- The parent is regarded as an instructional ally in the development of learning activities.
- The parents' self-esteem, attitudes towards school and expectations for success influences children's performance, attitudes and self-esteem.
- Involved parents will continue to enhance their children's growth.
- Parents are different, with different value orientations and different experiences and must be involved accordingly.
- All parents want to be good parents.

RULES:

The organizational structure of every Head Start program must provide parent involvement opportunity by increasing the effectiveness of parent participation in the planning and implementation of programs on the local level, in order that parents may also become more effective in bringing about positive change in the lives of their children.

§ 1304.5–1 Parent involvement objectives.

The objectives of the parent involvement component of the performance standards are to:

(a) Provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development.

(b) Provide a program that recognizes the parent as:
(1) Responsible guardians of their children's well being.
(2) Prime educators of their children.
(3) Contributors to the Head Start program and to their communities.

(c) Provide the following kinds of opportunities for parent participation:
(1) Direct involvement in decision making in the program planning and operations.
(2) Participation in classroom and other program activities as paid employees, volunteers or observors.
(3) Activities for parents which they have helped to develop.
(4) Working with their own children in cooperation with Head Start staff.

For details see attached appendix, "Summary of Head Start Program Performance Standards in Parent Involvement."

TEACHERS AND PARENTS: PARTNERS IN CHILD DEVELOPMENT

One of the most unique and fundamental elements of Head Start since the beginning of the program in 1965 has been the participation of parents of children enrolled in the program. This participation includes: volunteering in and learning about the many components of the program (education, medical, dental, mental health, nutrition, and social services); talking and working at home with their own children about the same types of things that Head Start does in the centers and during home visits; participating with other parents in discussions about child development, child management, health, nutrition, household management, consumer affairs, budgeting, arts and crafts as well as academic pursuits such as high school completion, General Education Diploma programs and enrollment in local community colleges. This participation also includes the parents as decision makers with the staff in the governance of Head Start in the development and conduct of their program.

Head Start has a global objective in parent involvement:

> "To involve parents in the development and conduct of the Head Start program and to enhance their role as a major influence in the development of their children, their family and their community. We want parents to become advocates for their children not only while they are in Head Start, but when they leave Head Start." (Johnson, 1978)

Parents are required by the Performance Standards (1975) to be involved in decision making at the center level (the Head Start Committee), the delegate agency level (the Head Start Policy Committee) and at the grantee level (the Head Start Policy Council).

The rules are clear: "Every Head Start Program must have effective parent participation. There are at least four major kinds of parent participation in local Head Start programs.

1. PARTICIPATION IN THE PROCESS OF MAKING DECISIONS ABOUT THE NATURE AND OPERATION OF THE PROGRAM.

2. PARTICIPATION IN THE CLASSROOM AS PAID EMPLOYEES, VOLUNTEERS OR OBSERVERS.

3. ACTIVITIES FOR THE PARENTS WHICH THEY HAVE HELPED DEVELOP.

4. WORKING WITH THEIR CHILDREN IN COOPERATION WITH THE STAFF OF THE CENTER." (Federal Register 1975)

In this source book we will concentrate on increasing parent participation as volunteers in the classroom.

Increasing parent participation in the classroom will develop the partnership between the staff and the parents to insure the most responsive program for the children. In addition, parents who are cognizant of classroom activities and procedures are more likely to make better decisions about the nature and operation of Head Start.

Parent involvement in the classroom is educationally profitable, particularly for the children, because the additional adults will permit a more responsive program to meet their needs.

For most preschool children, the important persons in their lives prior to entering a classroom are their parents. When children see that their parents are part of their Head Start experience, they value it more and their opportunities for learning and gains increase significantly. If the parents are not involved in Head Start, at best the overall learning experiences are low; at worst, the children may have to chose between the behavioral demands of their teachers and those of their parents. Children may, in effect, be forced to choose between mother and teacher. Our experience suggests that when these choices emerge the children choose the home and the Head Start gains are washed out. If, however, children know and see their parenst involved in the program, these conflicts are low and the gains are significant.

Blumenthal, Emmerich, Norris, Shipman and Sigel (1980), researchers for Educational Testing Service in Princeton, found statistically significant differences between participating and non-participating parents. Their research findings provide evidence that participating parents:

- More sensitive to children's social, emotional and intellectual developmental needs.
- More accepting of their children.
- More affectionate, warmer, use punishment less and praise their children more.
- Use more and more complex language with their children and encourage their children to verbalize more.
- Reason more with children, use less punishment, place less emphasis on authority as a shaper of desired behaviors, praise children's initiative more and encourage more exploratory behaviors.
- More aware of causes of child distress, more skillful in allaying distress and comforting their children.
- Feel less restricted by child rearing and home making tasks; find children more interesting and enjoyable.
- Pursue own educational development more.
- Use community agencies more, and more skillfully, to meet family and child needs.

The evidence of program impact, when parents are involved, on children shows that:

- In cognitive development, the children whose parents were involved in classroom activities and other programs, were more attentive, showed greater awareness to various experiences. They also demonstrated more exploratory behaviors.
- They showed readiness for, and skills in dealing with problem solving situations.
- They also showed a higher general cognitive development as measured by the Bayley and the Stanford Binet. Most importantly, these effects of cognitive development were retained or extended beyond the preschool experience, while children whose parents did not participate did not make similar gains.

- In social-emotional development the children of participating parents showed greater capacity to relate to other adults.
- The children's social interactions, first with mother and later with others, tended to be richer in vocalization, smiling, seeking to share discoveries. In addition, there was more eye contact and verbalizations from distances.
- The children of participating parents also showed more and richer play behaviors and fantasy, shared first with mothers and then with other adults.

Bronfenbrenner (1974), following a study of the effects of intervention programs, reports that

> the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is critical to the success of any intervention program. Without such family involvement, any effects of intervention, at least in the cognitive sphere, are likely to be ephemeral, to appear to erode once the program ends. In contrast, involvement of parents as partners in the enterprize provides an on-going system which can reinforce the effects of the program while it is in operation and help sustain them after the program ends. (p. 55)

The ability of parents to influence their children's learning is so crucial that educators must involve them in the education process.

When parents are involved in classroom activities as volunteers,

- they give their children a feeling that school is a family affair.
- they comfort children when the teacher is busy with the group.
- they give their children an opportunity to get used to many friendly adults.
- they give the teacher understanding of their children.
- they give the teacher understanding of their ways.
- they give their individual skills for program improvement.

In turn, the parents receive

- understanding of their children through other children.
- new ways of working (handling) children.

- understanding how children grow and learn.
- appreciation of how the school and the home can work together to help children.
- information about community resources and facilities.
- opportunity to meet new people and expand their social circle.

STRATEGIES FOR INCREASING PARENT INVOLVEMENT IN HEAD START

Successful parent involvement in school programs must be individualized for the parents.

What does "individualizing" mean with regard to parent participation in early childhood programs? First, and most important, it means providing parents a variety of ways to become involved, without attaching value judgements to the choices they make. Where possible, programs should make available opportunities for parents to be involved in any or all of the following: a) program decision-making; b) parent education and development; and c) the children's classroom program.

Second, individualizing means providing variety in the content of any parent education program. Content might range, for example, from parent self-help skills to information about enhancing children's growth and development. Programs which assume all parents want and need the same thing frequently serve no parents well.

Third, individualizing for parents means scheduling activities at times and in settings which encourage participation. In some programs, this means combining policy meetings with a program providing supper and providing child care. In others it means scheduling parent-child play sessions on Saturday mornings. In still others it means providing parent education through home visits. Whatever the specific arrangements, reaching and involving all parents is the goal.

Suggestions for Implementation

A. You begin parent involvement with the first contact that Head Start staff has with the parents, at recruitment. How? Describing the Head Start comprehensive child development program and its benefits.

- Telling parents that they will have an opportunity to be involved in the program.
- Sharing with them the importance of parent involvement for their children and the program's success.

B. Once the family has been accepted as "eligible" for Head Start based on income and Policy Council guidelines the teacher and aide(s) make a home visit and conduct a needs assessment. This first home visit is an important step in establishing the partnership between home and school How?

- Visit the home a week before the children come to school.
- Collect basic information about the child and family. (See appendices for suggested format.)
- If you don't need it, don't ask for it.
- Administer the child assessment such as Dial, LAP Child Development Assessment Form, or Denver Developmental Scale.
- Following the child assessment after you have shared your tentative impressions and outlined the activities that will enhance the child's strengths and meet the child's needs, explain again the role of the parents in the program and their importance to child development.
- With your calendar open ask, "Will you come to help me with . . . every Monday?" If they decline ask about Tuesday, Wednesday, or Thursday.
- If weekly participation is beyond them ask about biweekly or settle reluctantly for monthly visits. (Note: In sales language this is known as a close.)

- Activity:

List here possible objections parents will give you for not participating.	List here your encouraging responses to counter their objections.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Try to get each parent to sign up for one day a month.

- Remind them that you are counting on their help for the day they promised to come. If they are unable to keep their promise tell them to arrange for a substitute.

- As you leave, this first home visit, give the children a name tag with their given name (Jerry not Joseph) and remind them to look for you when they come to school, and that you will be waiting for them.

- Invite the parents to the first center meeting to be held within a week of school's opening (for children). Tell them that at this meeting you will prepare them to be effective volunteers in the classroom.

C. Orientation for Parent Involvement

- For the first center meeting prepare a handout that will 1) review the goals of the program, 2) tell about the learning activities for the children, 3) describe each learning/activity center in terms of what the children do in it and the role of the adults, 4) present your daily activity schedule, 5) identify the difficult times in the day, e.g., transitions from one activity to another and the role the adults must play to facilitate smooth transitions, 6) encourage parents by telling them how much they are contributing to their children's development, 7) discuss confidentiality.

D. Prepare posters and place them above each learning/activity center describing 1) the purpose of the area, 2) what children are expected to be doing there, 3) the role of the adults who are in or near the area.

- Activity:

  Think of a learning area and write it _____

  List the goals for this area _____

  _____

  _____

  _____

  Describe the optimum behavior of the children in this area _____

  _____

  _____

  _____

  _____

  Describe the roles and behaviors of the adults that will facilitate the accomplishment of the goals _____

  _____

  _____

  _____

E. Follow up on parent participation.

How?
- A week before the first parent classroom participation, send home a note to remind the parents to come to the center or send a substitute.
- A day before the visit call the parents to remind them.

You probably won't have to do it once they are in the habit of coming.

F. When the parents arrive in the center . . .

How?
- Greet them personally. If you are too busy arrange for your aide to do it, or another parent volunteer.
- Show the parent the center and review the learning/activity center.
- Ask: "Where would you like to start?"
- Assign them to their first choice and spend some time refreshing their memories. As the morning or afternoon progresses reinforce their behavior and encourage their involvement.

- Avoid giving parents housework chores, e.g., being stuck wiping tables and sweeping floors; it's too much like home and they will not want to come back.
- If possible arrange for transportation to the center.

G. Keep in touch with parents, by phone, by letter, or newsletter.

How?
- The personal touch always pays off.
- Happy grams telling good things and accomplishments of their children.
- Parent conferences.

H. Say thank you to your volunteers.

How?
- a note
- a smile
- a hug
- a special luncheon
- Award volunteer certificates to the new volunteers at every center meeting.
- Give special benchmark recognition to parents who volunteered 3, 4, or 5 times in a given period, at the center meeting.
- Have a special grantee wide recognition event.
- Note the names of the volunteers in the center newsletter and in the grantee newsletter.

I. If parents don't come to the center and help you, ask yourself the following questions:

1. Do you consider the parent's particular capabilities, interests, experience and other jobs that are comensurate with these?
2. When parent volunteers are asked to work do they know:
   - What they are to do?
   - If there is a time limit?
3. Do you leave parent volunteers free to refuse an assignment?
4. Do the parent volunteers know what is expected of them as to:
   - performance?
   - appearance?
   - behavior?
   - confidentiality?

4. Do you make your parent volunteers feel needed, wanted, and appreciated?

5. Do you make your parent volunteers aware of rules and procedures in the program?

6. Do you model good teaching techniques for your parent volunteers to imitate?

7. Do your parent volunteers have a way of reaching you?

8. Do you consider parent volunteers' ideas and suggestions and are their ideas incorporated if they are appropriate?

9. Is transportation available?

10. Is babysitting available?

J. Involve the parents in activities that will help the center and themselves.

How?
- Arrange for center meetings around consumer education, child development, discipline, health sciences, nutrition, food stamps.
- Involve parents in repair of center equipment.
- Make a list of "junk" materials you can use in your center and possible places they may be found and send your parents on a scavenger hunt culminating at a center meeting with recognition for the best scavengers.
- Suggest that the parents form a babysitting cooperative (why not a shopping cooperative too).
- Don't forget to involve parents in field trips but make sure to prepare them for their jobs.

SUMMARY

Parent volunteers in your centers will:

- Assist you in providing more individualization and enrichment activities in your center.
- Increase children's motivation for learning.
- Enrich children's experiences beyond what you as a teacher could offer without the parent volunteers.
- Strengthen school-community relations through positive participation.
- Strengthen school-home relations.

Remember that if you have 1 regular volunteer and you get another you have increased your parent volunteers by 100%.

Appendix V

Exercise Role Playing

1. List reasons the teacher gave for volunteering

_____

_____

_____

_____

2. Write down the words the teacher used in indicating sympathy for parents' problems

_____

_____

_____

_____

3. Write down the technique the teacher used in problem solving

_____

_____

_____

_____

4. Write down the words the teacher used in the "Close".

_____

_____

5. Write down the words the teacher used in inviting the parent to the orientation meeting.

_____

_____

_____

Westwood Schools

"Where every child is important."

HAPPY GRAM

I discovered something about your child recently and I'd like to share it with you.

Signature

Westwood Schools

"Where every child is important."

HAPPY GRAM

I discovered something about your child recently and I'd like to share it with you.

APPENDIX VII

Signature

APPENDIX IX

HOW YOU CAN HELP YOUR PARENT VOLUNTEERS:

- Provide orientation for your volunteers
- Develop a brochure for parent volunteers to use
- Include parent volunteers in workshops and training sessions planned for staff
- Interview your volunteers to find out about their skills and things they like to do
- Provide time for your volunteers to ask questions and discuss techniques.
- Show parents how they can work with children in the classroom
- Share classroom rules with volunteers
- State clearly how you want something done. Check with parents to see if it is clear. Repeat if necessary
- Put clearly written instructions in each learning center
- Always provide something for volunteers to be doing
- Develop a list of tasks for drop-in volunteers
- Always let volunteers know how much you appreciate and need their help
- Don't embarress parent in front of others by correcting them
- Be a "good" model to parent volunteers
- Take time privately to discuss better ways of handling situations.

EL;lz
11-5-79

Expectations

I expect my child to be able to:

Count to twenty ☐

Answer my questions ☐

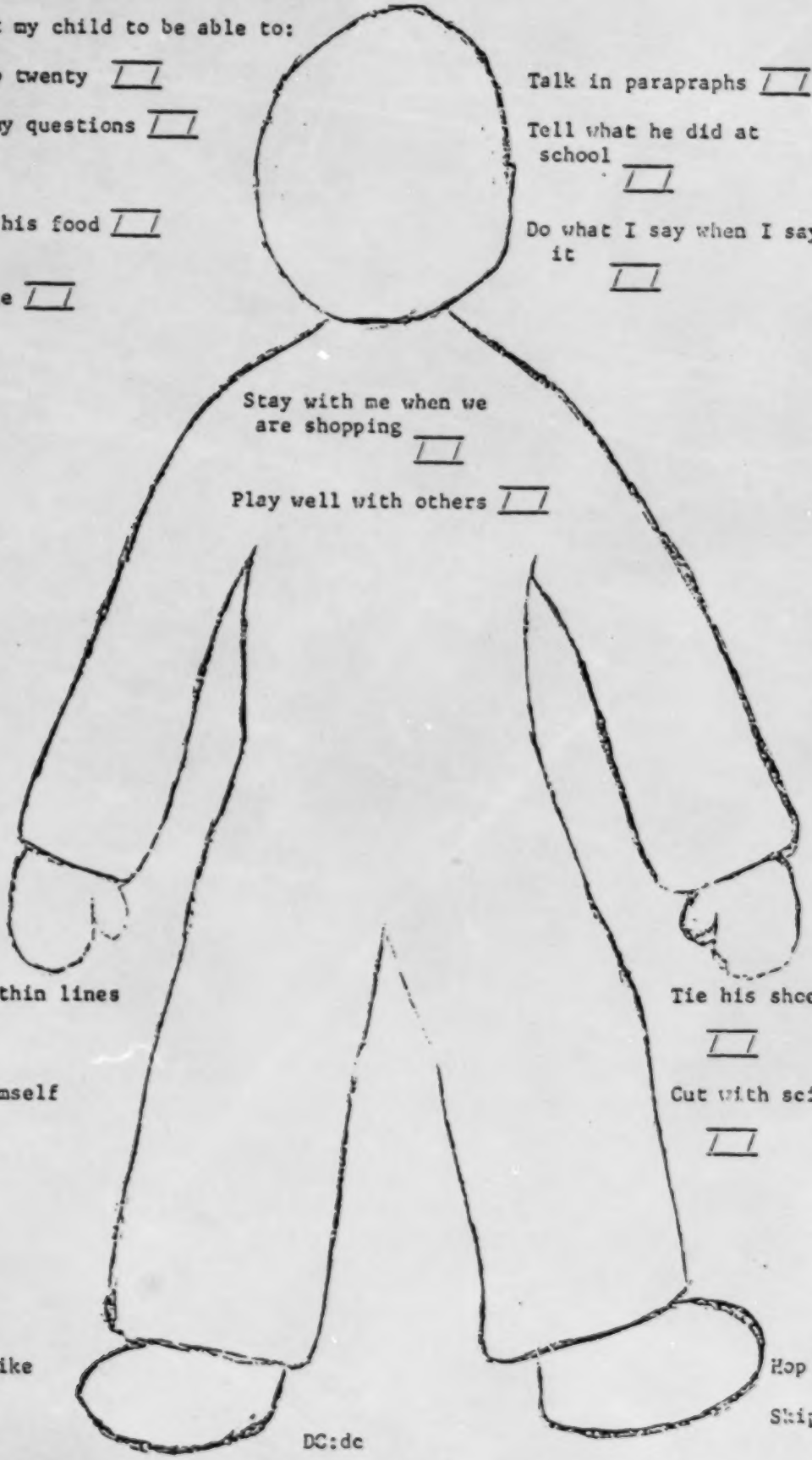
Eat all his food ☐

Not whine ☐

Talk in parapraphs ☐

Tell what he did at school ☐

Do what I say when I say it ☐



Stay with me when we are shopping ☐

Play well with others ☐

Color within lines ☐

Dress himself ☐

Tie his shoes ☐

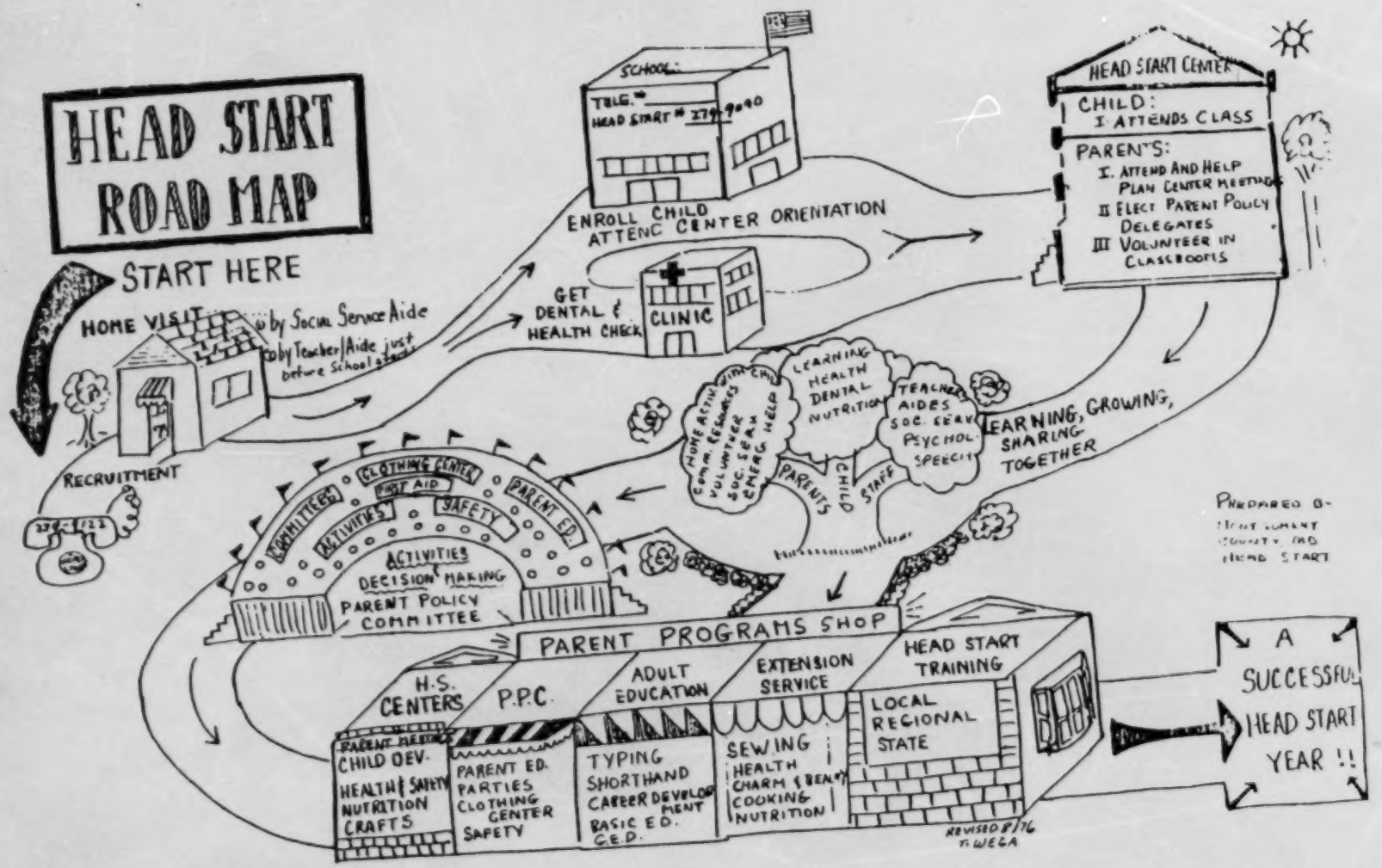
Cut with scissors ☐

Ride a bike ☐

Hop ☐

Skip ☐

DC:dc


HEAD START ROAD MAP
START HERE
HOME VISIT
by Social Service Aide
by Teacher/Aide just before School starts
RECRUITMENT
SCHOOL
TELE.
HEAD START #
ENROLL CHILD
ATTEND CENTER ORIENTATION
GET DENTAL & HEALTH CHECK
CLINIC
HEAD START CENTER
CHILD:
I. ATTENDS CLASS
PARENTS:
I. ATTEND AND HELP PLAN CENTER MEETINGS
II ELECT PARENT POLICY DELEGATES
III VOLUNTEER IN CLASSROOMS
LEARNING, GROWING, SHARING TOGETHER
LEARNING HEALTH DENTAL NUTRITION
TEACHER AIDES SOC. SERV. PSYCHOL. SPEECH
PARENTS
CHILD
STAFF
COMMITTEES
CLOTHING CENTER
FIRST AID
ACTIVITIES
SAFETY
PARENT ED.
ACTIVITIES
DECISION MAKING
PARENT POLICY COMMITTEE
PARENT PROGRAMS SHOP
H.S. CENTERS
P.P.C.
ADULT EDUCATION
EXTENSION SERVICE
HEAD START TRAINING
PARENT MEETINGS
CHILD DEV.
HEALTH & SAFETY
NUTRITION
CRAFTS
PARENT ED.
PARTIES
CLOTHING CENTER
SAFETY
TYPING
SHORTHAND
CAREER DEVELOPMENT
BASIC ED.
G.E.D.
SEWING
HEALTH
CHARM & BEAUTY
COOKING
NUTRITION
LOCAL
REGIONAL
STATE
BABY
A SUCCESSFUL HEAD START YEAR !!
REVISED 8/76 T. WEGA

CHECKLIST FOR TEACHERS [2]

- Do other team members understand why volunteers are being used in the classroom?

-Have you tried using a variety of volunteers:
parents
high school students
retired citizens
college students
neighborhood people
club groups

-Do you consider a volunteer's particular capabilities, interests, experience and offer jobs that are commensurate with these?

-When volunteers are asked to do a specific job do they know:
What they are to do?
If there is a time limit?
Who will assist them (if needed)?

-Do you leave a volunteer free to refuse an assignment?

-Do your volunteers know what is expected of them as to:
performance?
appearance?
behavior?
confidentiality?

-Do you make your volunteers feel needed, wanted, and appreciated?

-Do you invite your volunteers to take part in:
planning meetings?
workshops?
conferences?

-Do you make your volunteers aware of rules and procedures in the program?

-Do you model good teaching techniques for your volunteers to imitate?

-Does your volunteer have a way of reaching you?

-Do you have a regular way of communicating with your volunteer?
meetings
phone
notes

-Are volunteers encouraged to make suggestions and are their ideas incorporated if they are appropriate?

-If your volunteers appear to be a liability, have you considered any new approaches that might convert them into assets?

-Do you call on the Volunteer Coordinator to help before situations get completely out of hand?

2. Volunteer Manual STATO Darrell Johnson

BIBLIOGRAPHY

A.C.Y.F., Head Start Program Performance Standards, OCD Notice N-30-364-4. Washington D.C.: DHEW Publication No. (OHDS) 79-31131.

Almy, M. The Early Childhood Educator at Work. New York: McGraw-Hill Book Company, 1975.

Bridgeman, B., Hilton, T.L., Evaluation of Parent Child Development Centers. Princeton, N.J.: Educational Testing Service, 1980.

Bronfenbrenner, U. Is early intervention effective? A report on longitudinal evaluation of preschool programs. Washington, D.C.: OCD, 1974.

Coletta, Anthony. Working Together a Guide to Parent Involvement. Atlanta, GA: Humanities Limited, 1977.

Gordon, Ira. Parent involvement in compensatory education. Urbana: University of Illinois Press (ERIC), 1968.

Ramirez, J.V. "Individualizing programs for young children and their families." A paper presented at the Parents, Children and Continuity Conference, OLD, El Paso, Texas, May 23-25, 1977.